|  | **Autumn 1****(7)** | **Autumn 2****(7)** | **Spring 1****(7)** | **Spring 2****(5)** | **Summer 1****(6)** | **Summer 2****(7)** |
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| CLASS NOVEL | **THE GIRL OF INK AND STARS** | **SHAKESPEARE’S STORIES** | **THE BOY AT THE BACK OF THE CLASS** | **CLOCKWORK** | **HOLES** | **CORALINE** |
| Reading into Writing  | Greek Myths: Meet the heroes, gods and monsters of ancient Greece: Jean Menzies: To Entertain: Narrative: 13th Labour of Hercules (3 weeks)\* PublishGreek Myths Part 2: Meet the heroes, gods and monsters of ancient Greece: Jean Menzies - To Discuss: Balanced Argument – should Theseus have chosen to leave her on the island? (2 weeks)Poetry: Spaced Out: To Express: Performance Poetry (1 week) | The Highwayman: Alfred Noyes - To Entertain - Narrative in the first person (3 weeks)\* PublishThe Astronomers Son: Visual Literacy – To Entertain - Descriptive Writing (2 weeks)Knowledge Encyclopedia: SPACE! – To Inform - Explanation Text (2 weeks) | Beowulf : Michael Morpurgo - To Entertain – Fight scene narrative from Grendel’s perspective (descriptive writing as a build up) (4 weeks)\*PublishAnglo-Saxons: The History Detective Investigates – To Inform - Non-Chronological Report (3 weeks)  | Kensuke’s Kingdom: To Inform – Recount: Newspaper article (3rd person) (3 weeks total)\*PublishAnglo-Saxons and Vikings (Usborne History of Britain): To Persuade - persuasive argument: Who should be the rightful heir to the English Throne? (2 weeks) | The Saga of Biorn: Literacy Shed – To Entertain – Narrative – writing their own ending (3 weeks)\*PublishThe Vanishing Rainforest: Richard Platt – To Persuade - Persuasive Argument for Protecting the Rainforest (3 weeks) | A Life Story: Sir David Attenborough - Scholastic – To Inform – Biography (3 weeks)\*PublishDK Eyewitness PLANT and Our World in Pictures : Trees, Leaves, Flowers & Seeds – To Explain - Essay – Plant Reproduction – (2 weeks)Poetry: Funky Chickens – Benjamin Zephaniah – Writing and performing Dub poems (2 weeks) (2 weeks) |
| Maths | **Unit 1 Place Value – 10 days**Place value in 5- digit numbers on a linePlace 5- digit numbers on a line; roundPlace 6- digit numbers on a line; roundDeepen understanding of 6-digit numbers**Unit 2 Decimals and Fractions (A) – 9 days**Divide by 10/100; 2 place decimals1- and 2-place decimals on a line; compareAdd/subtract multiples of 0.1/0.01Subtract decimals with 1 or 2 places**Unit 3 Addition and Subtraction – 12 days**Column addition (4- and 5-digit numbers)Decimal and money calculationColumn subtraction; choose strategiesRevise addition and subtraction | **Unit 4 Decimals and Fractions (B) – 8 days**Mixed numbers and fractions of amountsAdd/subtract equivalent fractions**Unit 5 Multiplication and Division – 13 days**Multiples, factors and word problemsPrimes, divisibility, mental strategiesGrid method and short multiplicationDivision of big numbers vertical layout**Unit 6 Measures and Data – 12 days**Understand metric and imperial unitsTimetables and intervals: 24-hour clockPerimeters: composite and rectilinearRegular and irregular areas: volumesTemperature and negative numbers | **Unit 2 Decimals and Fractions (A) – 10 days**Place value in decimals; roundingColumn addition; 2-place decimalsSubtract decimal numbers, e.g. moneyMultiply/divide by 10, 100, 1000; rounding decimals**Unit 3 Addition and Subtraction – 10 days**Mental and written addition/subtractionColumn subtraction and word problemsMental addition and subtraction strategies**Unit 4 Shape (A) – 8 days**Deepen understanding of 3-D shapeProperties of polygons; quadrilateralsDraw/reflect shapes on co-ordinate grids | **Unit 5 Decimals and Fractions (B) – 10 days**Subtraction with decimals e.g. moneyUnit and no-unit fraction problemsMultiply fractions: decimal equivalents**Unit 6 Multiplication and Division (A) – 10 days**Multiples and factors; mental multiplication/division strategiesShort multiplication: 4-digit numbers and moneyShort division with 3- and 4-digit numbers**Unit 7 Shape (B) – 5 days**Recognise, measure and draw anglesAngle theorems: draw angles in polygons | **Unit 3 Place Value – 7 days**Negative numbers; count through zeroPlace value in 6-digit numbersIdentify and write Roman numerals**Unit 4 Decimals and Fractions – 8 days**Place value in 3-place decimalsCompare and use 3-place decimalsSubtract decimal numbers by counting up**Unit 5 Multiplication and Division (A) – 11 days**Mental multiplication/division problemsProblems with multiples, factors, scalingGrid, short and long multiplications | **Unit 6 Addition and Subtraction – 9 days**Mental addition/subtraction strategies as revisionColumn addition, whole/decimal numbers and moneyChoose subtraction method; column/counting up**Unit 7 Measures and Data – 10 days**24-hour timetables; calculate tie intervalsDraw line graphs and conversion graphsConcept of rate; line graphs**Unit 8 Fractions and percentages – 8 days**Begin to understand percentagesAdd/subtract fractions with related denominatorsMultiply fractions by whole numbers**Unit 9 Multiplication and Division (B) – 6 days**Division problems with short divisionSolve long multiplication problems |
| Science | Earth and space | Earth and space | Animals (including humans)Properties and changes of materials  | Properties and changes of materials | Forces | Living things and their habitatsAnimals (including humans)***Big Bang Science Fair*** |
| History | ChronologyAncient Greek Civilisation (art, architecture and literature’s influence on the western world) | Ancient Greek Civilisation (art, architecture and literature’s influence on the western world)Compare societies and time periods | Chronology Anglo-SaxonsThe Staffordshire Hoard, ***Birmingham Museum and Art Gallery*** | Anglo-SaxonsCompare societies and time periods | Chronology,Vikings  | Vikings compare societies and time periods |
| Geography | Time zonesSix figure grid referencesCoastal Landscapes | Coastal landscapes***Aberdovey Residential.*** | Counties and cities in the UKWater cycle | European cities | Rainforests  | Amazonian tribe |
| Art | Greek architect – PhidiasSculpture | Sculpture continued – make a pinch pot and decorate in the style of the Ancient Greeks | Pointilism – George Seurat V post impressionismPointillism | Paul CezannePlanographic printing, | Post-Impressionism – Pierre-Auguste Renoir | Still lifeOil pastels |
| DT | Make tzatzikiCross sectional drawings | Create a moving theatre set piece (The Highwayman)Re-inforce and strengthen a 3D framework Cross sectional drawings | Cross sectional drawings Design and make a rain gauge | Design and make a rain gauge continued | Prepare and cook a healthy meal | Create a balanced nutritional breakfast cereal/smoothie  |
| Music | Simple melodic notation to describe pitch, dynamics, and tempo | Holst | Play tuned instrument with accuracy | Mozart | Tchaikovsky | Features of classical music – symphony orchestra). |
| PE | **Tag Rugby/Dance (Diwali/Bollywood)**To respond in the correct manner to commands (eg: freeze or left foot balance). To use spatial and bodily awareness when moving. To repeat simple sequences of movement and mimic movements of others.  To use bodies to display the different shapes or movements of animals.  To produce a dance based on a stimulus such as a word or object. To perform a dance as a large group in front of an audience.   | **Netball**To be able to send a netball using a range of skills with increasing accuracy To use existing knowledge to help improve quality of their sending  To be able to receive a netball individually To be able to send and receive a netball with improved accuracy  Develop the skills to receive a netball under control in different areas  Use a range of skills that enable them to keep control of the ball when sending & receiving  To send & receive a netball whilst travelling **Aberdovey- residential****Outdoor****adventurous activity** | **Gymnastics**To develop pupil’s knowledge of gymnastic balances. To develop pupil’s ability to hold a balance. To develop pupil’s ability to travel in a variety of ways. To develop pupil’s knowledge of mirror/match, unison and canon movements. To develop pupil’s understanding of how to position their bodies to make a strong platform for a balance. To perform in front of a small group and implement constructive feedback into your performance.   | **Dodgeball**To understand the basic rules of dodgeball.  To be able to throw the dodgeball in a variety of different ways.  To be able to catch the ball effectively. To throw accurately at a stationary and a moving target.  To attack as a team.  To use skills to beat an opponent through faking and disguised movements.   | **Tennis**To understand the basic rules and terminology in tennis.. To use effective ‘footwork’ to move around the tennis court. To strike the tennis ball with forehand and backhand strokes.  To develop children’s ability to grip and use a racket effectively.  To control the movement of the ball with a racket.   | **Athletics**To develop pupil’s to hurdle effectively. To develop pupil’s knowledge of how to use their body to maximise performance. To develop pupil’s to triple-jump effectively.  To develop pupil’s run the 800m correctly, knowing when to sprint and when to conserve energy. To develop pupil’s explosive strength in shot-puting.  To develop pupil’s confidence to launch a javelin, with increasing distance.  |
| Computing | **Computing systems and networks: Sharing information**To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together To contribute to a shared project online To evaluate different ways of working together online   | **Creting media: Video editing**To explain what makes a video effective To identify digital devices that can record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video | **Programming: Selection in physical computing** To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project | **Data and information: Flat-file databases**To use a form to record information To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To apply my knowledge of a database to ask and answer real-world questions | **Creating media: Vector drawing**To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To evaluate my vector drawing | **Programming: Selection in quizzes** To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program |
| PDW  | Puberty Menstruation DrugsHuman reproduction | Healthy friendships Cyber-bullyingDigital footprint**Aberdovey- residential ( 4 nights)** | Different familiesSeeking help ***Pantomime Visit.*** | Exploitation Gang cultureResisting pressure, | Child abuse, Young carers  | British valuesSaving money. Jobs and careers, |
| RE | JainismSharing and being generousBeing open honest and truthful | Advent – Christianity Being loyal and steadfastParticipating and willing to leadBeing imaginative and explorative | (Five pillars of Islam)Being modest and listening to others | Lent – ChristianityBeing thankful | Nirvana – BuddhismBeing silent and attentive to cultivating a sense for the sacred and transcendentBeing temperate exercising self-discipline and serene contentment | Being hopeful and visionary (views in the old and new testament)Caring for others animals and the environment |
| French | **Sports**Mastery Conversation Sports  | **Hobbies and Opinions**OpinionsJustifying OpinionsHobbies | **French Sports and Stars**Sport in FranceFrench Sports people | **Family and Pets**FamilyPetsPlurals  | **Animals**Zoo animalsArticles – un le desFrench stories | **Body Parts**FaceBodyLe Petit Chapron RougeSports  |